DOCUMENT RESUME

ED 156 165 IR 006 147

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TITLE Affective Films for the Hearing Impaired Child: A Test of Captioned Inside/Out Programs.
INSTITUTION Agency for Instructional Television, Bloomington, Ind.
REPORT NO RR-46
PUB DATE Apr 77
NOTE 63p.; For related document, see IR 006 155
AVAILABLE FROM Agency for Instructional Television, Box A, Bloomington, Indiana 47401 (Free, until supply is exhausted)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Affective Behavior; Affective Objectives; Age Differences; *Deaf Children; *Educational Research; Educational Technology; Elementary Education; *Film Study; *Group Discussion; Instructional Films; Intermediate Grades

ABSTRACT

Two captioned affective films from the AIT series Inside/Out were tested with 14 intermediate (ages 13 to 15) and 39 elementary (ages 11 and 12) hearing impaired children at the Hawaii School for the Deaf and Blind. Measures of attention, post-film discussion, student comprehension, and student and teacher opinions were taken to determine the effectiveness of the films in stimulating affective discussion among students and teachers. A preteaching event was varied systematically across films and levels to assess possible effects. Results showed high levels of attention at both levels and for both films. Overall, the films seemed to work most effectively for elementary children, and preteaching of the films was associated with higher order discussion at this level. Since no similar effects were noted for intermediate children, the idea that preteaching leads to higher order discussion receives only partial support. A tentative comparison of film effects for deaf children with available data on similar Inside/Out television programs for hearing children indicates similar discussion patterns, though the level of conceptualization was lower among deaf children. The comparison raises the possibility that difficulties with communication and self-expression are the major barriers to the use of affective films among deaf children. (Author/CHV)

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Ten Inside/Out programs were selected from the entire series as especially useful and desirable for hearing impaired children. The programs were captioned by specialists at WGBH-TV, Boston. The Inside/Out series was developed by the Agency for Instructional Television for a consortium of thirty-four education and television agencies in the United States and Canada, with additional support from Exxon Corporation. The captioned Inside/Out programs were developed for thirteen of these consortium agencies.

The research reported here was conducted by John Middleton of the East-West Communication Institute with assistance from Jack Lyle and Mary Harrison of the East-West Center and Jon Green of the University of Hawaii. John Middleton is the author of this report.

Research Report #46

Affective Films for the Hearing Impaired Child: A Test of Captioned Inside/Out Programs

Agency for Instructional Television
Box A
Bloomington, Indiana 47401

April 1977

IR006 147

ACKNOWLEDGMENTS

The test of affective films reported here was possible only because of the good will and cooperation of the faculty of the Hawaii School for the Deaf and Blind. Mary Smith, Supervising Teacher, coordinated the test for the school, and Nedra Sneed helped with early planning. Thanks are due to the following teachers for disrupting their routine and providing excellent support as discussion leaders and observers: Margaret Choy, Karen Denison, Lynn Fallin, Gladys Ing, Alice Kealoha, Dan LaBeff, Nedra Sneed and Mildred Zabriskie. Counselors Carolyn Adler and Viola Sur were invaluable as observers.

Special thanks are due to Lucille Wong, of the educational television unit of the Hawaii Department of Education for help in planning the test. My colleagues at the East-West Communication Institute, Jack Lyle and Mary Harrison, consulted on design and helped with data analysis. Jon Green assisted with test implementation and data analysis. As a hearing impaired person, he provided invaluable insight into the problems of deaf children.

John Middleton
Honolulu

April, 1977

ABSTRACT

Two captioned affective films from the AIT series Inside/Out (Bully and But They Might Laugh) were tested with 14 intermediate and 39 elementary hearing impaired children at the Hawaii School for the Deaf and Blind. Measures of attention, post-film discussion, student comprehension, and student and teacher opinion were taken to determine the effectiveness of the films in stimulating affective discussion among students and teachers. A preteaching event was varied systematically across films and levels to see if it would have any effect.

Results showed high levels of attention at both levels and for both films. Post-film discussion was more complex, and of a higher order, for elementary children, although all discussion dealt with affective issues to some degree. But They Might Laugh stimulated higher order discussion for both levels than Bully, with effects being most pronounced for elementary children. Average student comprehension for both films was 77%. Elementary children liked the films; intermediate children gave them mixed reviews. Teachers liked both films, felt they were effective and enjoyed working with them. Teachers felt captions were at the right level of difficulty and, in informal comments, gave them high marks.

Overall, it appears that the films worked most effectively for elementary children.

Preteaching of the films was associated with higher order discussion among elementary children, particularly for But They Might Laugh. No similar effects were noted for intermediate children. However, teaching assignments were such that these effects may be explained by differences in teaching styles. Thus the idea that preteaching leads to higher order discussion receives partial, though not conclusive support.

A very tentative comparison of film effects for deaf children with available data on similar Inside/Out television programs for hearing children indicates similar discussion patterns, though a lower level of conceptualization among deaf children. The comparison raises the possibility that difficulties with communication and self-expression are the major barriers to use of affective films among deaf children.

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Introduction

"Inside/Out" is a series of instructional television programs and films designed to stimulate discussion of affective issues (feelings and emotions) among students at upper elementary levels. The series has been in use in American and Canadian schools since 1973.

On the request of state and provincial agencies, the producers of the series, the Agency for Instructional Television (AIT), had ten programs captioned for use with hearing impaired children. In the test reported here we sought to determine the effects of these captioned films for deaf children.

In testing the films, we used criteria and measures developed by AIT in the course of producing several affective series. These include measures of student attention during film viewing, of patterns of postfilm classroom discussion, of student comprehension and of student and teacher opinion. The broad goal of the test was to determine whether the films stimulate discussion of feelings and emotions among deaf children.

This broad question was expanded to assess effects for two different age groups. In addition, we took the opportunity to experiment with a brief preteaching unit with each film and across age groups to find out if

it would have effects on any of the four criteria noted above. Two films were tested: "Bully" and "But They Might Laugh."

Test Design

Each film was tested with two intermediate and six elementary classes on two consecutive days. Each class saw each film and participated in a postfilm discussion led by a classroom teacher. A 3- to 5-minute preteaching event was added to the films in such a way as to make comparison of effects possible for each film, across films and across age groups. The full design may be seen in Figure 1.

FIGURE 1

TEST DESIGN

Groups

	n=6 Intermediate A	n=8 Intermediate B	n=13 Elementary 201/202	n=12 Elementary 104a/105	n=14 Elementary 203/204
"Bully"	3/30 8:30 AM PRETEACH	3/31 10:10 AM	3/30 8:30 AM PRETEACH	3/31 10:10 AM	3/30 12:25-1:25 PM
"But They Might Laugh"	3/31 8:30 AM	3/30 10:10 AM PRETEACH	3/31 8:30 AM	3/30 10:10 AM PRETEACH	3/31 12:25-1:25 PM PRETEACH

The Children

Thirty-nine elementary and fourteen intermediate children took part in the test.[1] Table 1 below summarizes, for each class, age and grade level

[1] The Hawaii School for the Deaf and Blind (HSDB) is organized into four relatively ungraded levels: primary, elementary, intermediate and high school.

TABLE 1

AGE AND GRADE LEVEL ACHIEVEMENT OF TEST PARTICIPANTS

Class	n	Average Age	Average Grade-Level Achievement
Intermediate A	6	13.7	2.56
Intermediate B	8	15.3	1.64
Elementary 104a	6	11.3	not available
" 105	6	11.0	not available
" 201	6	11.6	1.74
" 202	7	11.6	1.75
" 203	7	11.0	1.77
" 204	7	12.1	2.61

achievement as measured by the Stanford Achievement Test.[1] As can be seen, grade level achievement for these hearing impaired children lags considerably.

Not reflected in the table are the serious barriers to communication that hearing impaired children face. "Inside/Out" films are designed to stimulate discussion of affective issues. Discussion in a hearing impaired classroom is a much different process than in normal classes. At the Hawaii School for the Deaf and Blind, a "total communication" approach is followed. Communication takes place through sign language, acting out and role playing, and the spoken word (to the extent that students can speak). The process requires complete visual attention between partners in a dialogue, limiting spontaneous classroom-wide discussion. Discussion of this sort requires considerable initiative and structuring on the part of the teacher. Cumulative building of ideas among the children during discussion, a reasonable goal in normal classrooms, is difficult to achieve with the hearing impaired.

[1] Standardized on norms for deaf children.

Measures and Procedures

A variety of measures was used to capture the process and effects of the films. Structured observation enabled us to measure attention to the film and the patterns of postfilm discussion. Observers used forms and procedures adapted from "Self Incorporated" testing. Further insight into discussion patterns and content was obtained through tape-recorded narrative summaries of discussions. Student comprehension was tested through structured interviews, which included one question measuring student opinion regarding the quality of the film. Finally, teacher opinion on a number of dimensions was obtained using a modification of the teacher questionnaire used with "Inside/Out" evaluation. Forms and instructions used in the test may be found in Appendix I.

Details of test procedures may be seen by examining the forms and schedules in Appendix I. In general, however, the procedures were as follows:

1. Teachers participating in the test (either as discussion leaders or observers/interviewers) took part in three 1 1/2 hour meetings prior to the test. During these meetings they reviewed test forms and procedures, helped write comprehension questionnaires, previewed films, and helped design preteaching events.

2. Two consecutive days were set aside for film testing.

3. For any given test event, one intermediate and two elementary classes assembled in the film room to watch the film. Depending on the design, the class would or would not have a preteaching unit of some three to five minutes.

4. The film would be shown. Observers would watch each class watching the film--that is, measure the attention of one class of six to eight children using an attention profile form.

5. Following the film, the intermediate children would return to their classrooms; the elementary classes would remain in the film room for joint discussion. Each discussion was observed by two teachers, one of whom completed a classroom discussion profile form, judging the content of each 30 seconds of

discussion. The second observer taperecorded a summary narrative and description of the discussion. Teachers leading discussion were provided with copies of the "Inside/Out" Teacher's Guide well in advance, and asked to teach as they normally would for a film of this type, given guide suggestions.

6. When discussion ended, observers and the teacher together interviewed the children using structured interview forms. On a few occasions students attempted to write out their answers to these questions.

7. Following student interviews, the teacher filled out a questionnaire.

And we would then be ready for the next film.

The 3- to 5-minute preteaching event followed a common outline developed by the test coordinator with teachers. Three elements were covered by each teacher conducting the class: new vocabulary in the captioning; names and roles of key characters; and major plot features thought possibly ambiguous. Teachers had the caption scripts well in advance, and using these in combination with previewing the films, agreed on the following teaching points for each film:

"Bully"	Vocabulary:	"bully"
	Characters:	Adrian (the new boy in school); Frankie (the bully)
	Plot events:	Adrian is new in school; Adrian gets lost while running.
"But They Might Laugh"	Vocabulary:	"ice skating," "X-ray," "solve"
	Characters:	Becky, Mrs. Johnson (the teacher)
	Plot events:	"Two people tell lies--watch and see who they are."

There was some variation in presentation (one teacher, for example, made up visual aids to emphasize the "detective" aspect of finding out who tells lies in "But They Might Laugh,") but each covered agreed upon basic points without going much further in providing advance cues.

All children were told (regardless of preteaching-no preteaching) that they would have the opportunity to discuss the film after viewing.

Results

Test results are discussed below. First, the results of each of four different measures are analyzed independently--Attention, Discussion Patterns, Student Comprehension, and Teacher/Student Opinion. A final section presents an overall analysis, draws conclusions, and makes some speculative comparisons with available data on use of "Inside/Out" films with hearing children.

1. Attention

As shown in Table 2 below, average attention for both films was quite high. This pattern persists across grade levels and across the experimental variable of preteaching.

TABLE 2

AVERAGE PERCENT WATCHING AT EACH 20-SECOND INTERVAL

		Film		
	n	"Bully"	"But They Might Laugh"	Both
Elementary	39	96	99	97
Intermediate	14	100	96	98
Total	53	97	97	97
Preteaching				
Elementary	39	97	97	97
Intermediate	14	99	95	97
Total	53	98	97	97
No Preteaching				
Elementary	39	96	95	96
Intermediate	14	100	98	99
Total	53	97	96	97

Tables 3 through 6 below show the pattern of attention over time for each film, with a breakdown by grade level. Attention is exceptionally high for "Bully" for both grade levels. There is somewhat more variation in the

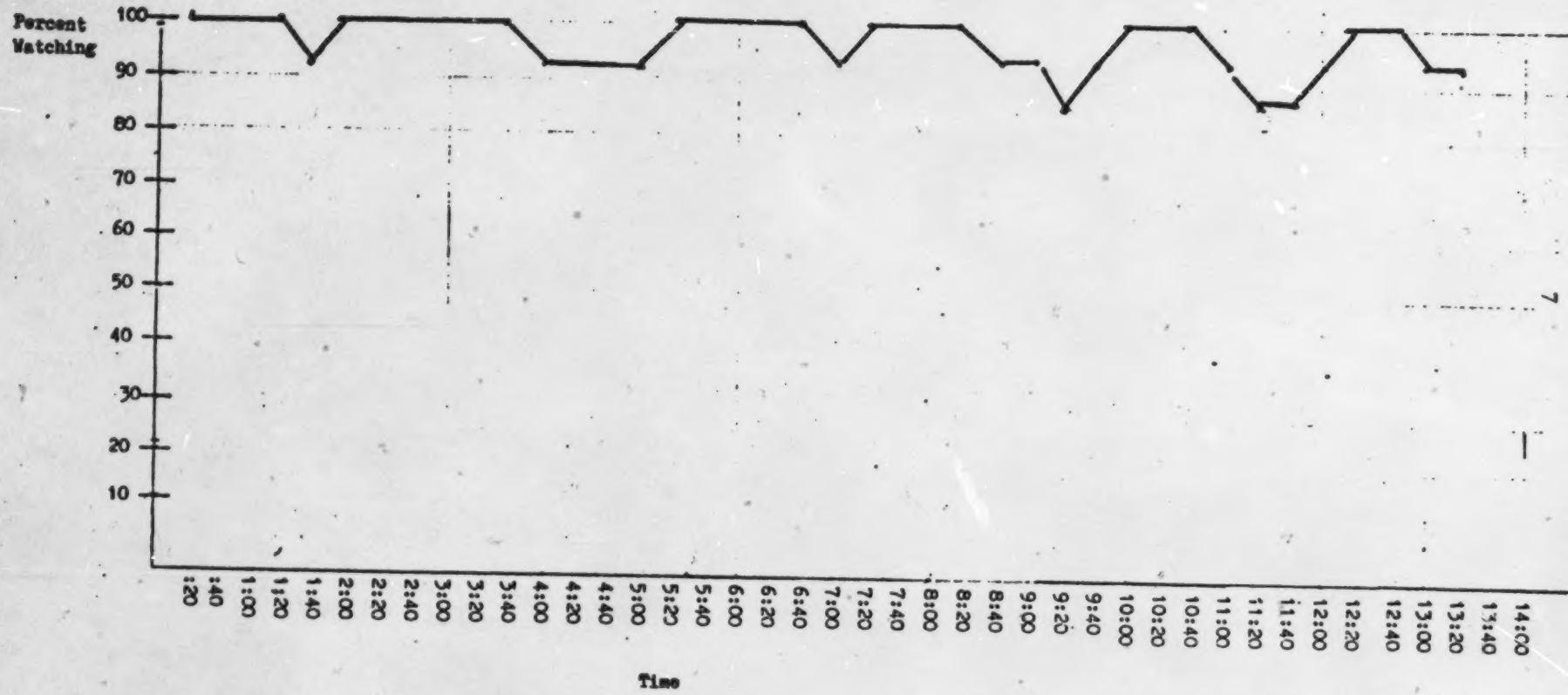

TABLE 3 : Attention Profile

Class: ALL INTERMEDIATE N=14

Program: BUT THEY MIGHT LAUGH

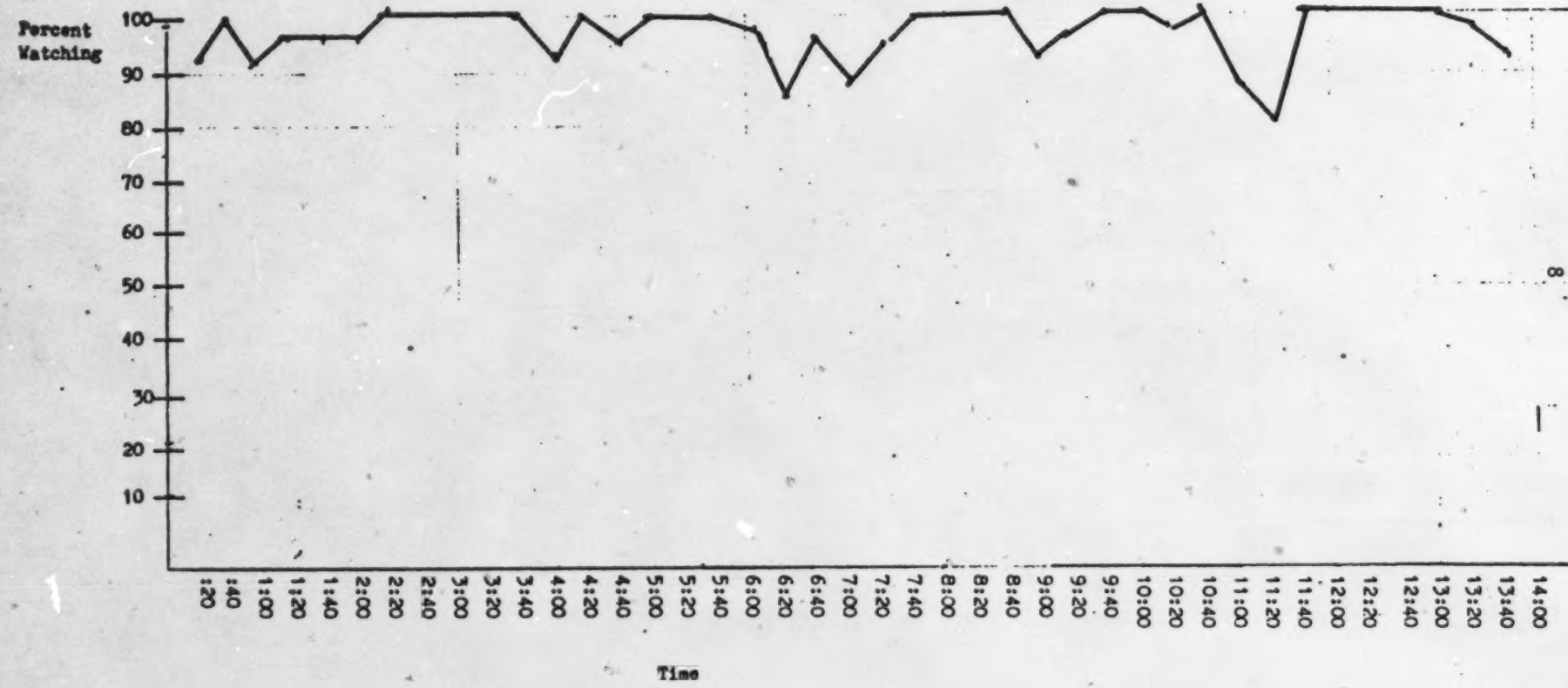

TABLE 4 : Attention Profile

Class: ALL ELEMENTARY N=39

Program: BUT THEY MIGHT LAUGH

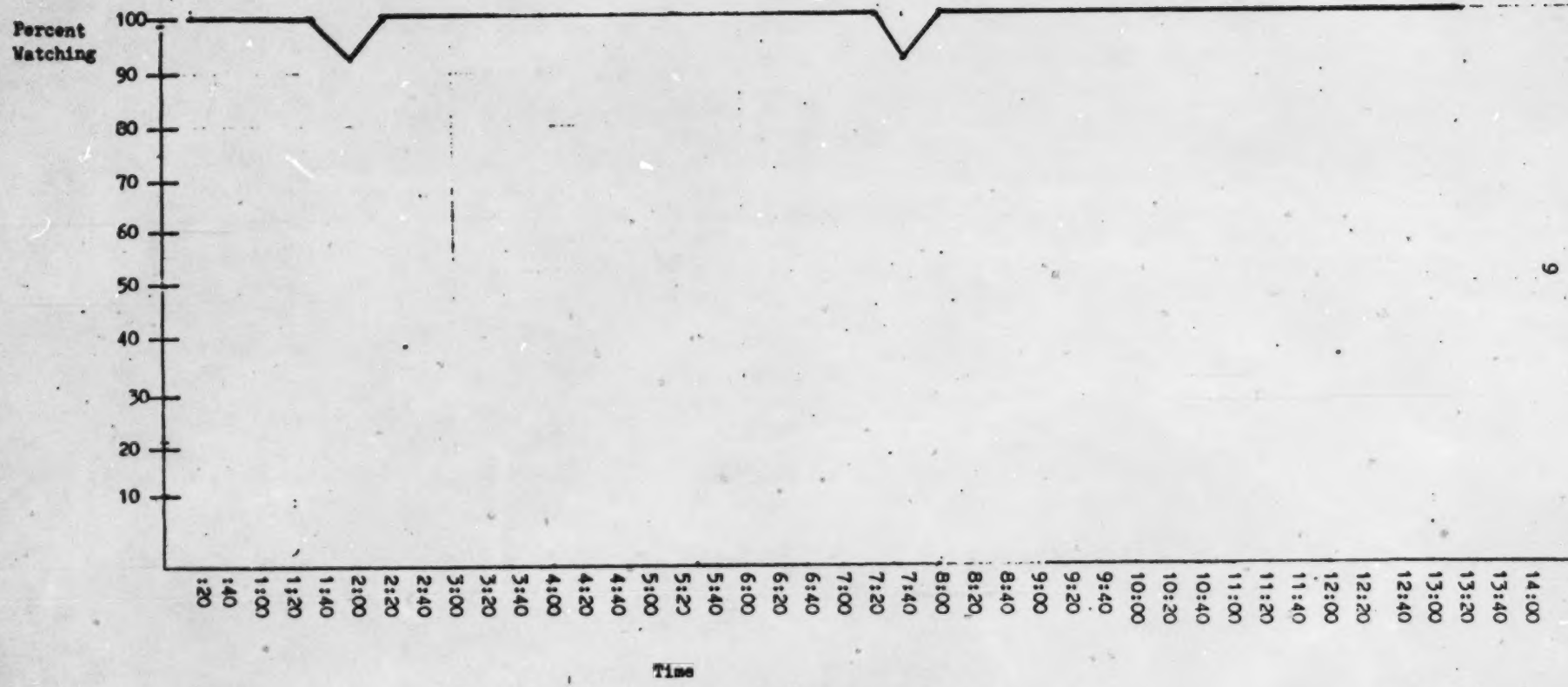

TABLE 5 : Attention Profile

Class: ALL INTERMEDIATE - N=14

Program: BULLY

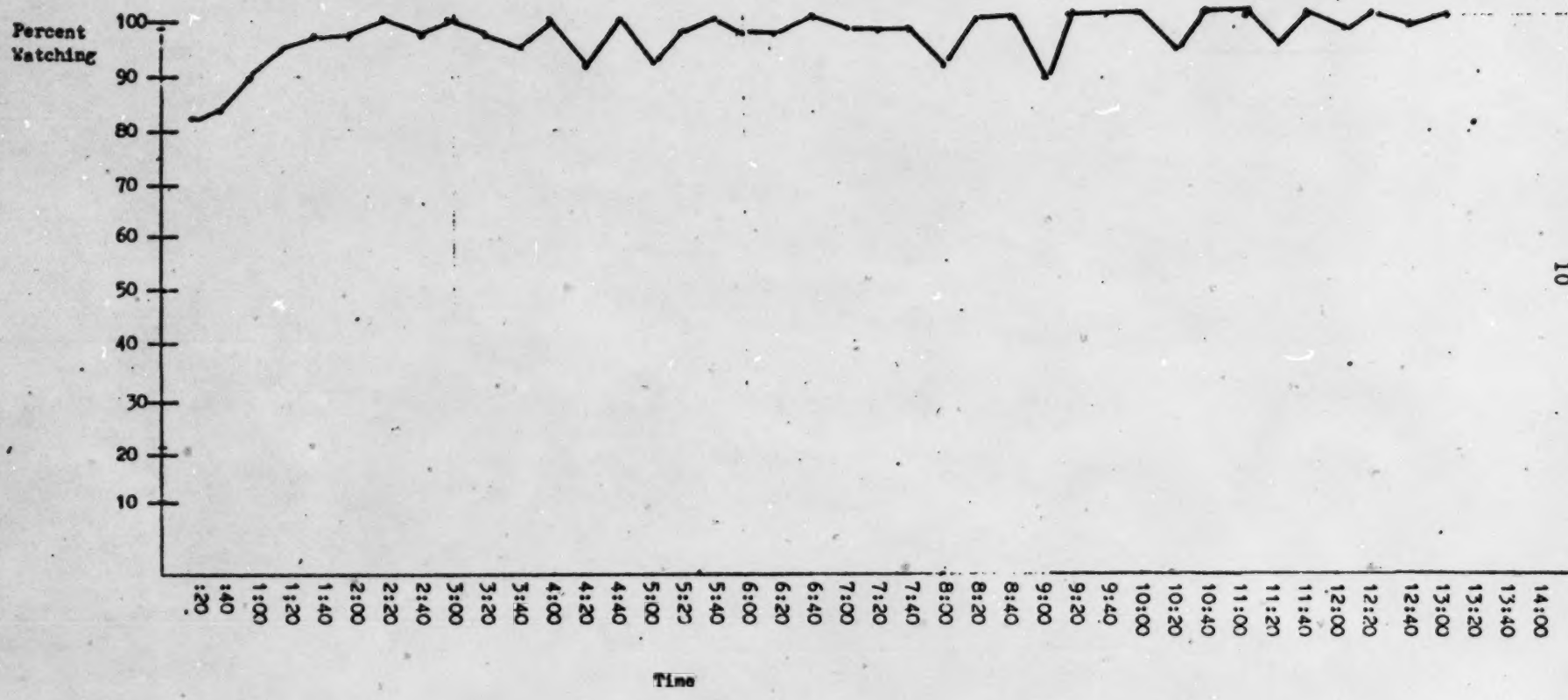

TABLE 6 : Attention Profile

Class: ALL ELEMENTARY - N=39

Program: BULLY

patterns for "But They Might Laugh," with attention dipping below 90% on two occasions for the intermediate children, three occasions for the elementary classes. Attention drops for both levels at 9:00-9:40 and 11:00-12:00; in addition, elementary group attention wavers at 6:20.

The 9:00-9:40 sequence has children leaving class on their way to ice skating. There is not much action or plot-relevant dialog. Captions show discussion between Becky and her friend in which Becky says she cannot go skating and must get an "X-ray" for her knee. The 11:00-12:00 sequence is the end of Becky's discussion with the teacher about going ice skating after having been caught in her fabrication about her knee. At 6:20 Mrs. Johnson is trying to persuade Becky to skate again after falling. The common element here is Becky under pressure to skate. A possible interpretation of loss of attention is that some of the children (a small fraction) were uncomfortable with these situations.

2. Classroom Discussion

The classroom discussion profile data was invalid for one elementary class discussion of "But They Might Laugh" due to incorrect form completion. These data are not included in the tables below.

Table 7 shows the average length of discussion, computed from the number of intervals recorded on CDP forms. Overall, the length of discussion for each film was of approximately the same duration. The length of discussion for each film varied across grade levels. "Bully" discussions were slightly longer than "But They Might Laugh" for intermediate classes; the reverse was true for elementary classes. Discussions in classes receiving preteaching were longer than those without.

Tables 8 through 14 report cross-tabulations of discussion by type of content. Five different categories were recorded. These ranged from

TABLE 7

AVERAGE LENGTH OF DISCUSSION IN MINUTES

	Film		
	"Bully"	"But They Might Laugh"	Both
Elementary	12:15[1]	14:00	13:00
Intermediate	13:00	10:30	11:45
Total	12:30	12:15	12:15
Preteaching	13:00	13:00	13:00
No Preteaching	12:15	11:15	11:45
Total	12:30	12:15	12:15

[1] Rounded to nearest 15 seconds

discussion of film events (program), through discussion of self in relation to the program, self in relation to others, others and concepts and choices and discussions.[1] These categories form a rough continuum from most simple discussion to higher order discussion of affective issues.

Tables 8 and 9 enable us to compare discussion by grade level within and across films for students and teachers. These tables show a tendency toward higher order discussion among elementary classes for both films. For example, 73% of intermediate student discussion of "Bully" was about either the program or about self in relation to program. There was no discussion of others/concepts or choices/decisions. A similar pattern prevailed for teachers in these discussions. On the other hand, both student and teacher discussions among elementary classes were less concentrated in the first two categories (59% student; 55% teacher), and these discussions did move into higher categories: others/concepts and choices/decisions (although

[1] For complete definitions of these categories see Kuhlman, C. and Wiley, W., The "Inside/Out" Evaluation: The First Five Programs, Parts I and II. Bureau of Public Discussion, Indiana University and NITC, July 1972. (ED 070 250 and ED 070 251)

TABLE 8

CONTENT OF DISCUSSION, BY FILM-STUDENT (PERCENTAGES)

Treatment	Class	N	Discussion Content					Total
			Program	Self/ Program	Self/ Others	Others/ Concepts	Choices/ Decisions	
"Bully"	Int.	14	34[1] (67)	3 (06)	14 (27)	0	0	51
	Elem.	39	28.5(42)	11.5(17)	15.5(23)	5 (07)	7.5 (11)	68
	Totals	53	62.5(53)	14.5(12)	29.5(25)	5 (04)	7.5 (06)	119
"But They Might Laugh"	Int.	14	20 (51)	5 (13)	14 (36)	0	0	39
	Elem.[2]	27	8 (16)	3 (06)	32 (63)	3 (06)	5 (10)	51
	Totals	41	28 (31)	8 (09)	46 (51)	3 (03)	5 (06)	90

[1] Number of observations

[2] Data for one class (N=12) invalid.

TABLE 9

CONTENT OF DISCUSSION, BY FILM-TEACHERS (PERCENTAGES)

Treatment	Class	N	Discussion Content					Total
			Program	Self/ Program	Self/ Others	Others/ Concepts	Choices/ Decisions	
"Bully"	Int.	1	39[1](87)	0	5 (11)	1 (02)	0	45
	Elem.	3	27 (42)	9 (14)	5.67(09)	9.16 (14)	13.16 (21)	64
	Totals	4	66 (61)	9 (08)	10.67(10)	10.16 (09)	13.16 (12)	109
"But They Might Laugh"	Int.	1	22 (71)	4 (13)	3 (10)	2 (06)	0	31
	Elem.[2]	3	6 (12)	6.5(13)	28 (56)	3.5 (07)	6 (12)	50
	Totals	4	28 (35)	10.5(13)	31 (38)	5.5 (07)	6 (07)	81

[1] Number of observations

[2] Data for one class (N=12) invalid.

in a relatively small way). For "But They Might Laugh," the differences between intermediate and elementary levels are even more striking.

"Bully" discussions, for both levels, were predominantly about the program. This was most pronounced at the intermediate level. For "But They Might Laugh," elementary discussions were predominantly about self in relation to others. A large percentage of intermediate discussion (36%) was also in this category, although the bulk of discussion (51%) was about the film itself.

Overall, student discussion seemed generally to follow the pattern of teacher discussion, with some differences. At the elementary level, teachers tended to put more effort into higher-level categories, and this was reflected in the pattern of student discussion. An exception was intermediate discussion of "But They Might Laugh," where students talked rather more on self/others than the teacher, despite teacher emphasis on points related to the program.

Tables 10 and 11 present the same data for grade levels collapsed across both films. The pattern of more higher order discussion by elementary students and teachers persists.

Tables 12 and 13 break the data down by grade level and across the preteaching variable. Preteaching appears to have had little effect at the intermediate level. At the elementary level, preteaching appears to go along with higher order discussions for both students and teachers. Again, student discussion seems to follow teacher discussion.

Table 14 presents the data on student discussion content in one final cross-tabulation to determine whether preteaching effects might be explained by the interaction between preteaching and individual films at a given grade level. At the elementary level, preteaching seemed to raise

TABLE 10

DISCUSSION CONTENT, BY GRADE LEVEL-STUDENT (PERCENTAGES)

Treatment	Class	N	Discussion Content					Total
			Program	Self/ Program	Self/ Others	Others/ Concepts	Choices/ Decisions	
Both Films	Elem.	39	36.5[1](31)	14.5(12)	47.5(40)	8 (07)	12.5(11)	119
	Int.	14	54 (60)	8 (09)	28 (31)	0	0	90
	Totals	53	90.5 (43)	22.5(11)	75.5(36)	8 (04)	12.5(06)	209

[1] Number of observations

TABLE 11

DISCUSSION CONTENT, BY GRADE LEVEL-TEACHER (PERCENTAGES)

Treatment	Class	N	Discussion Content					Total
			Program	Self/ Program	Self/ Others	Others/ Concepts	Choices/ Decisions	
Both Films	Elem.	6	33[1] (29)	15.5 (14)	33.67(30)	12.66(11)	19.16(17)	114
	Int.	1	61 (80)	4 (05)	8 (11)	3 (04)	0	76
	Totals	5	94 (49)	19.5 (10)	41.67(22)	15.66(08)	19.16(10)	190

[1] Number of observations

TABLE 12

DISCUSSION CONTENT BY PRETEACHING OR NO PRETEACHING-STUDENT (PERCENTAGES)

Treatment	Class	N	Discussion Content					Total
			Program	Self/ Program	Self/ Others	Others/ Concepts	Choices/ Decisions	
Pretaught	Int.	14	27 (61)	5 (11)	12 (27)	0	0	44
Not pretaught	Int.	14	27 (59)	3 (07)	16 (35)	0	0	46
Pretaught	Elem.[1]	27	6.5(12)	7.5 (14)	26.5(50)	3 (09)	7.5 (14)	53
Not pretaught	Elem.[1]	27	18(42)	5 (12)	20 (47)	0	0	43
Pretaught	Total	41	33.5(35)	12.5 (13)	38.5 (40)	5 (05)	7.5 (08)	97
Not pretaught	Total	41	45 (51)	8 (09)	36 (40)	0	0	89

[1] Does not include invalid data from one class (n=12)

TABLE 13

DISCUSSION CONTENT BY PRETEACHING OR NO PRETEACHING-TEACHER (PERCENTAGES)

Treatment	Class	N	Discussion Content					Total
			Program	Self/ Program	Self/ Others	Others/ Concepts	Choices/ Decisions	
Pretaught	Int.	1	34 (87)	0	2 (05)	3 (08)	0	39
Not pretaught	Int.	1	27 (73)	4 (11)	6 (16)	0	0	37
Pretaught	Elem.[1]	2	4 (08)	7 (15)	16.67(35)	7.16(15)	13.16(27)	48
Not pretaught	Elem.[1]	2	18 (43)	5.5(13)	16 (38)	2.5(06)	0	42
Pretaught	Total	3	38 (44)	7 (08)	18.67(21)	10.16(12)	13.16(15)	87
Not pretaught	Total	3	45 (57)	9.5(12)	22 (28)	2.5(3)	0	79

[1] Does not include invalid data from one class (teacher n=1)

TABLE 14

DISCUSSION CONTENT BY FILM, GRADE LEVEL AND PRETEACHING OR NO PRETEACHING - STUDENT (PERCENTAGES)

Film	Treatment	N	Discussion Content: Program	Self/ Program	Self/ Others	Others/ Concepts	Choices/ Decisions	Total
Elementary								
"Bully"	Pretaught	13	4.5[1] (18)	5.5 (22)	10.5(42)	2 (08)	2.5 (10)	25
	Not Pretaught	26	24 (56)	6 (14)	5 (12)	3 (07)	5 (12)	43
"But They Might Laugh"	Pretaught	14[2]	2 (07)	2 (07)	16 (57)	3 (11)	5 (18)	28
	Not Pretaught	13	6 (26)	1 (04)	16 (70)	0	0	23
Intermediate								
"Bully"	Pretaught	6	18 (72)	3 (12)	4 (16)	0	0	25
	Not Pretaught	8	16 (62)	0	10 (38)	0	0	26
"But They Might Laugh"	Pretaught	8	9 (47)	2 (11)	8 (42)	0	0	19
	Not Pretaught	6	11 (55)	3 (15)	6 (30)	0	0	20

[1] Number of observations

[2] Invalid data from one class (n=12) not included.

the level of discussion for both films, although the effects for "But They Might Laugh" were more obvious. The finding of "no effects" continues to hold for the intermediate level, although pretaught discussion of "But They Might Laugh" resulted in more discussion at the level of self/others than pretaught discussion for "Bully" (42% versus 16%).

Patterns of classroom discussion are presented in Tables 15 through 18. These tables show the percentage of observations at each 30-second interval for each discussion category. The relative complexity of

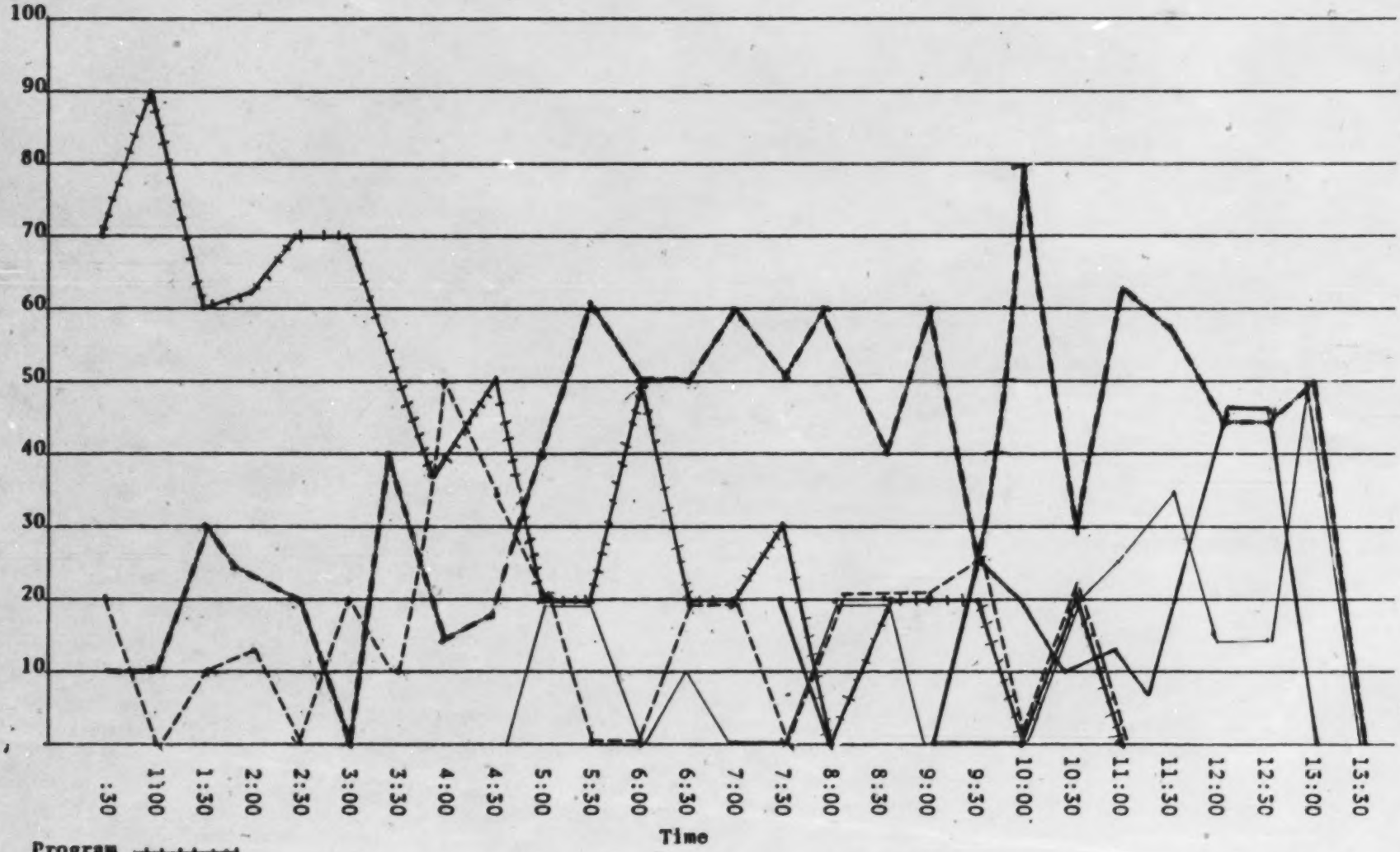

Table 15: Classroom Discussion Profile

Class All Elementary - Student

Program Both

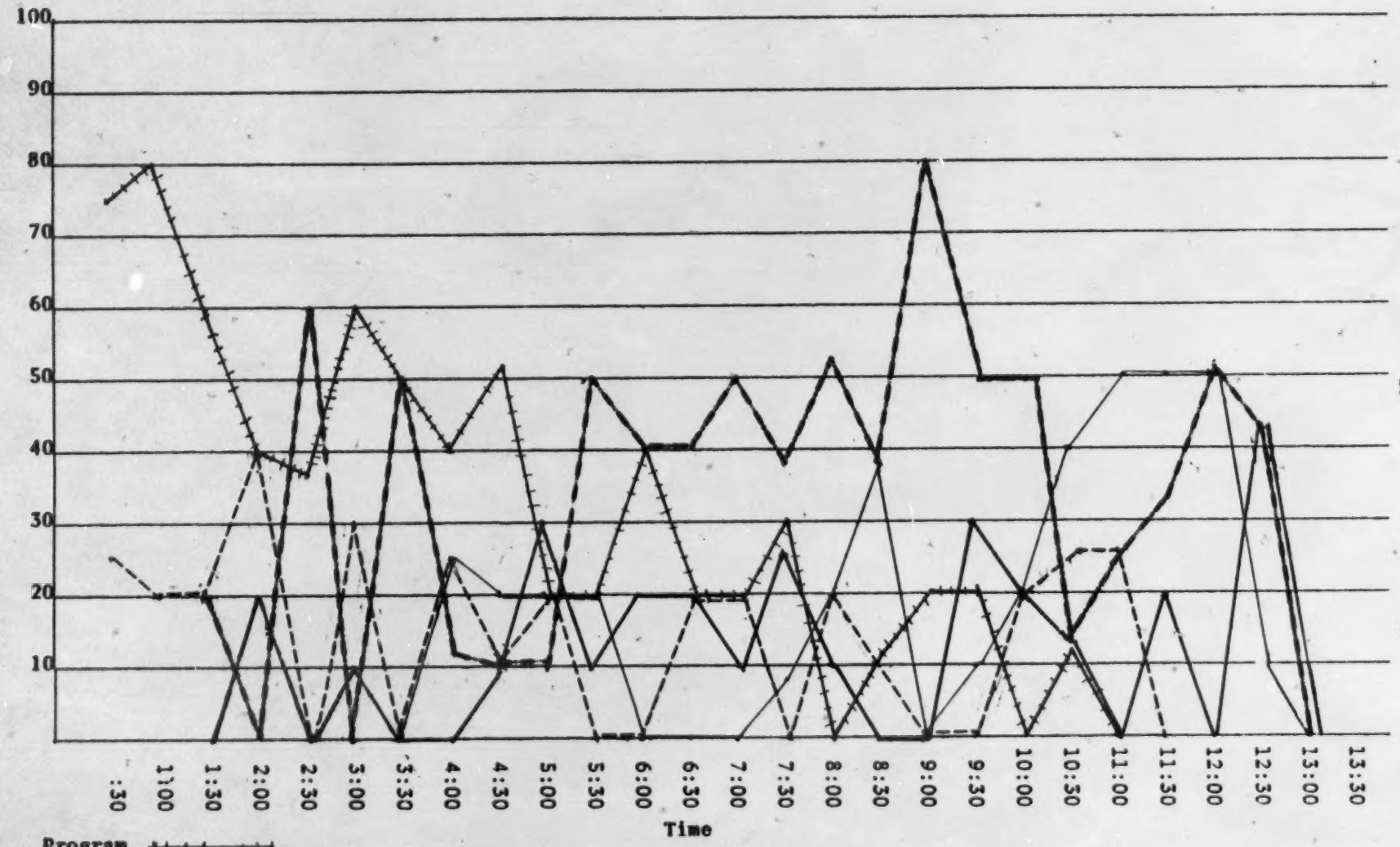

Table 16: Classroom Discussion Profile

Class All Elementary - Teacher

Program Both

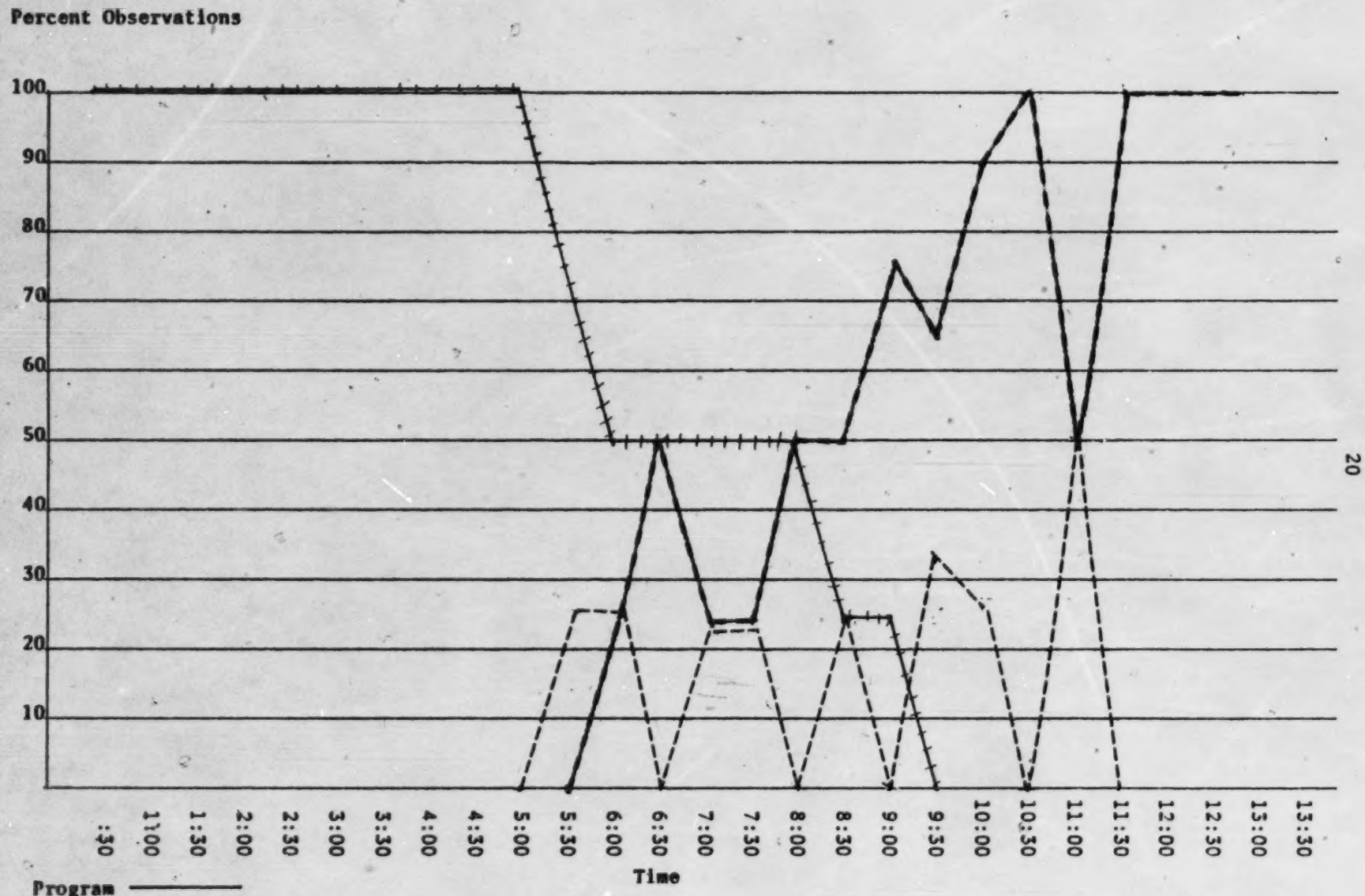

Table 17: Classroom Discussion Profile

Class All Intermediate - Student

Program Both

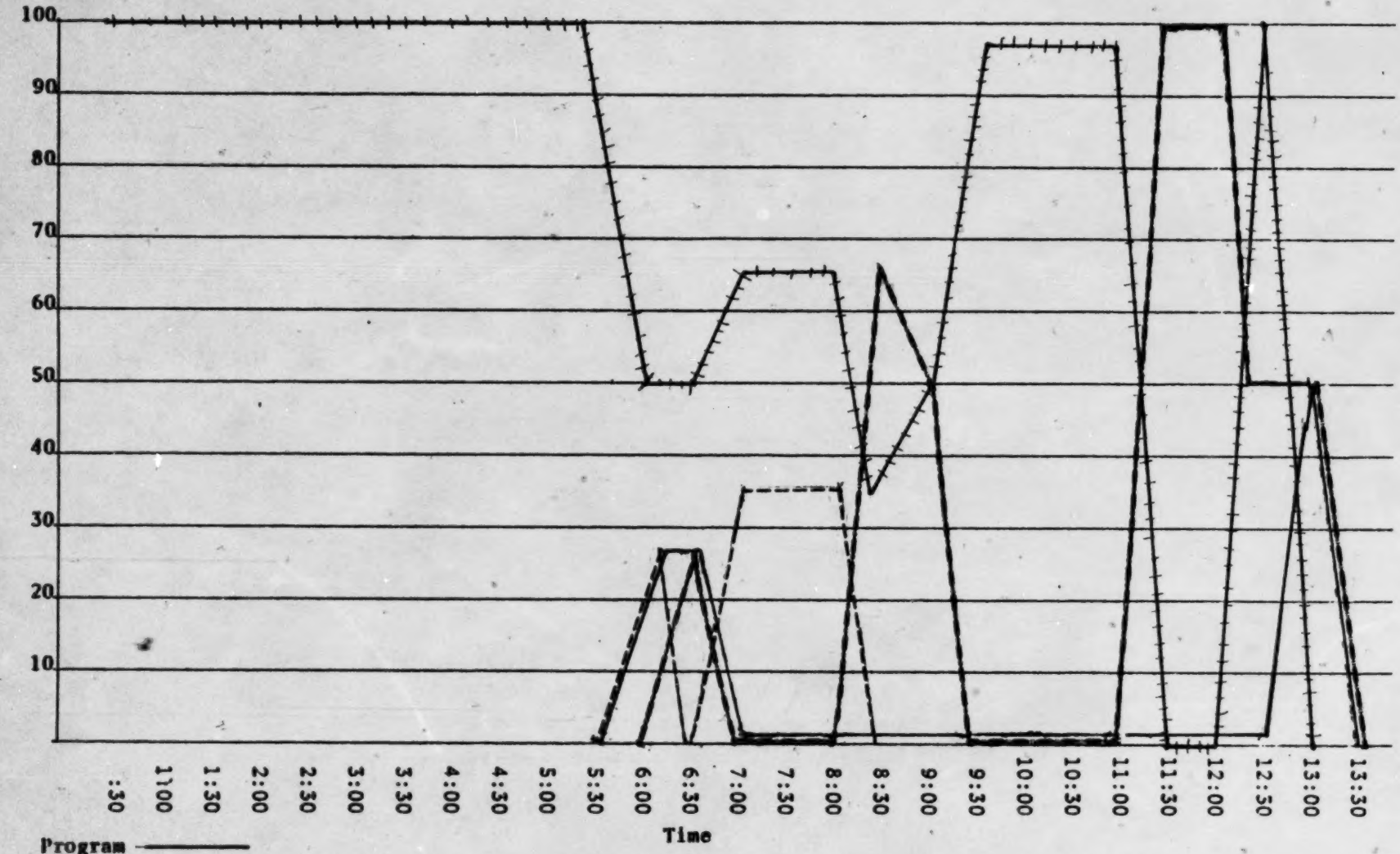

Table 18: Classroom Discussion Profile

Class All Intermediate - Teachers

Program Both

elementary-level discussion in comparison with intermediate discussion is readily apparent. Elementary discussion moved rather quickly from program emphasis to a complex mixture of discussion at other levels, with discussion of self in relation to others predominating. Student and teacher discussion patterns were quite similar. An exception is discussion of choices/decisions, where patterns indicate that teacher efforts to stimulate discussion of this type were slow to take effect.

Intermediate patterns (Tables 17 and 18) were much simpler, with fewer categories of discussion. Intermediate students moved more slowly away from program-related discussion, and then primarily into discussion of self in relation to others. A high level of discussion in this latter category persisted during a period in which teacher discussion turned to program (8:30 to 11:30). It appears that students continued in their pattern despite teacher discussion content, and that this in fact pulled the teacher into discussion of this type (11:30 to 12:00). Students also talked somewhat more, and more persistently, about self in relation to program than did teachers. Thus at the intermediate level the films seem to have stimulated student discussion somewhat more independent of the pattern of teacher discussion than at the elementary level, particularly during the latter part of the discussion.

Observers also noted the number of initiatives taken by teachers to stimulate discussion during each 30-second interval. These data are shown in Table 19 below. Overall, there was no difference between elementary and intermediate levels in the average number of initiatives per interval. Tabulation across the preteaching event reveals relatively little effect for intermediate classes by film, and interactive effects for elementary classes. Preteaching led to fewer initiatives for "But They Might Laugh," more for "Bully." It will be recalled that classroom discussion of "But They Might

TABLE 19

AVERAGE NUMBER OF TEACHER INITIATIVES PER 30-SECOND INTERVAL

	Film		
	"Bully"	"But They Might Laugh"	Both
Elementary	2.21	2.18	2.19
Intermediate	2.21	2.10	2.16
Total	2.21	2.14	2.18
Preteaching			
Elementary	2.77	1.39	2.02
Intermediate	2.38	2.10	2.26
Total	2.58	1.67	2.13
No Preteaching			
Elementary	1.89	3.16	2.33
Intermediate	2.04	2.10	2.07
Total	1.95	2.69	2.23

Laugh" involved a greater proportion of higher order discussion than "Bully," when both films were pretaught (see Table 14). "But They Might Laugh" at the elementary level seems to have stimulated more higher order discussion with less teacher initiative. On the other hand, the higher number of teacher initiatives for "Bully," pretaught, may reflect greater effort needed from teachers to stimulate higher order discussion.

Overall, intermediate student discussions were characterized by predominance of discussion of program content and events. Elementary discussions concentrated on self in relation to others, with about a third of the discussion emphasizing program events (Table 10). "But They Might Laugh" appears to have been more effective in stimulating higher order discussion than "Bully," for both levels. Adding a brief preteaching event had clear effects in raising the level of discussion for elementary classes (with larger effects for "But They Might Laugh"), but no clear effects for

the intermediate classes. A possible explanation for this discrepancy is discussed in the conclusions section below.

These observations on the CDP data are partially supported by a content analysis of the tape recorded narrative summaries of classroom discussions.[1] This analysis notes the emphasis on program events for both films and levels, as well as the relatively higher order of discussion for "But They Might Laugh." Careful comparison of the coded CDP data and the content analysis of the narrative summaries is made difficult by the difference in observation intervals, which for coded CDP were 30-seconds and for narratives were 1- to 2-minutes. Readers are urged to study the transcriptions themselves.

3. Student Comprehension

The degree to which students comprehend the theme and events of an instructional film is important to successful instruction. Comprehension, which measures recall of events and relationships, is not the same as cognitive learning. In the evaluation of another affective series, "Self Incorporated," AIT used relatively open-ended questions to measure student comprehension. For the test of captioned "Inside/Out" films, similar questions were prepared with the assistance of HSDB staff as the basis for structured interviews with children after the postfilm discussion.[2]

Three categories of questions were constructed. The first measured recall of key events, characters and relationships. For each film, one additional question dealt with the open ending of the film, asking the children to project what might have happened, and to give reasons. A

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1 The analysis and complete transcriptions may be obtained from AIT.

2 See Appendix I for interview schedules.

final question asked students whether they liked the film, and why or why not. The results for the first two question types are reported in this section; the results for the third type in the following section on student and teacher opinions.

Findings must be prefaced with a few words about the process of interviewing. Written questionnaires were considered but rejected after discussion with teachers. It was felt that interviews would lead to fuller responses.[1] In interviewing, teachers used "total communication" to make sure the child understands the question. This involves speaking the question aloud in combination with sign language, supplemented with hand gestures and having the child read the written question. Responses came in as many modes, including some written on paper and on the blackboard. Interviewers in turn interpreted these, often writing down answers in the somewhat stilted way the children communicated, at other times paraphrasing into smoother sentences. Attempts to isolate interview pairs in far corners of the room to prevent waiting children from looking (listening) in were not entirely successful. The gestalt of this interviewing situation is such that results should be interpreted cautiously.

Comprehension of Characters, Relationships and Events: Responses were scored independently by two raters, both of whom had seen the films and who worked from a common answer key. Initial agreement for "Bully" was 96%; for "But They Might Laugh" 87%. Disagreement on individual answers was resolved through joint scoring.

Summary tabulations of the comprehension data are shown in Table 20.

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[1] This was borne out when a few children were, on their request, allowed to write responses.

TABLE 20

STUDENT COMPREHENSION SCORES (PERCENTAGES)

	Film					
	"Bully"			"But They Might Laugh"		
	n	Right	Wrong	n	Right	Wrong
Intermediate	12	63 (75)	21 (25)	13	119 (83)	24 (17)
Elementary	34	165 (69)	73 (31)	37	321 (79)	86 (21)
Intermediate						
Pretaught	6	31 (74)	11 (26)	7	63 (82)	14 (18)
Not Pretaught	6	32 (76)	19 (24)	6	56 (85)	10 (15)
Elementary						
Pretaught	13	66 (72)	25 (28)	26	223 (78)	63 (22)
Not Pretaught	21	99 (67)	48 (33)	11	98 (81)	23 (19)

As can be seen, both levels scored somewhat higher for "But They Might Laugh" than for "Bully." Intermediate children scored somewhat higher than their elementary counterparts. The lowest comprehension score was 69% for elementary children on "Bully"; the highest for intermediate children for "But They Might Laugh" (83%). Preteaching appears to have had no consistent effects on comprehension scores. The overall percentage of correct responses was 77% for both films and grade levels.

Alternative Endings: Figures 2 and 3 below present questions and results for student projection of what might have happened at the end of each film.

For "Bully," a higher proportion of intermediate children responded with alternatives outside those posed in the question than did the elementary children. Conversely, a smaller proportion of intermediate children either could not answer the question or gave completely inappropriate responses. Children at this level thus seem to have been somewhat more proficient in dealing with alternatives.

FIGURE 2

ALTERNATIVES QUESTION

"Bully"

Question: "At the end of the film, did Adrian help Frankie or hit him? Why?"

	Hit	Help	Other	Don't Know/Incorrect
Intermediate	2	2	6	3
Elementary	9	9	8	8

Selected Intermediate Responses:

Hit: "Frankie bothered and pushed him."

Help: "Because Frankie said 'Please!'"
"I think Adrian helped Frank to the hospital because Adrian felt sorry and wanted to be Frankie's friend."

Other: "No, Adrian didn't help or hit him. Because if he helped Frankie, probably Frankie would hit him again."
"No, Adrian not help or hit. Because Frankie lied to Adrian and never helped Adrian."
"No. Adrian was tired."
"Adrian warned Frankie many times to be good so when Frankie fell down he didn't want to help because he felt Frankie deserved to be hurt."

Selected Elementary Responses

Hit: Six mentioned "because Frankie hit" or "was bad."
Two mentioned a feeling: "He was angry." "He is mad, afraid."
Two mentioned the dream sequence: "Adrian is thinking, 'hit him.'"
"Because he is dreaming about it."

Help: Two gave no reason.
One, "because Frankie asked for help."
Two, "because Frankie's leg is broken."
"Maybe he's scared now that Frankie is hurt."
"Frankie didn't know any better."
Two, "Adrian helped Frankie. Adrian and Frankie became friends."

Other: "Adrian did not help. Because Frankie was bullying him and Adrian will not be his friend anymore."
"Because he was angry, Adrian left Frankie where he fell and went home."
"Adrian just looked at Frankie--didn't help him. Adrian was angry at Frankie."
"Neither, Adrian laughed."
"Neither, because Frankie is not nice. Adrian walked away."

FIGURE 3

ALTERNATIVES QUESTION

"But They Might Laugh"

Question: At the end of the film, did Becky go ice skating? Yes___ No___
Why or why not?

	Correct*	Incorrect
Intermediate	12	1
Elementary	33	3

*Yes/No and reason scored as a pair

Intermediate Responses:

Six emphasized wanting to learn or improve, e.g. "So that she could improve her skating" in giving "yes" answers.

Five "no" answers emphasized fear, shame or nervousness: "Because she was afraid of the children might laugh when she fell down."

One "no" answer gave the following reason: "she stopped--no more--she didn't know how."

Elementary Responses:

Twenty-four "no" answers emphasized fear, shame, nervousness, or children laughing.

One "no" answer gave this reason: "Teacher fell down. Everybody laughed."

One "no" answer gave this reason: "she can't."

Four "yes" answers emphasized wanting to learn, practice, or improve.

One "yes" answer gave this reason: "She was running. The teacher saw her."

One "yes" answer gave this reason: "Teacher helped her."

Overall, responses to the "Bully" alternatives question indicate that chidren could pose alternatives in terms of feelings and concepts, though the level of conceptualization is modest.

The nature of the "alternatives" question for "But They Might Laugh" was somewhat more open ended, requiring students to generate alternatives.

As shown in Figure 3, half of the intermediate students took a "positive" interpretation--despite her troubles, Becky would go ice skating in order to practice or improve. The elementary children overwhelmingly took the other interpretation--fear and nervousness would prevent Becky from skating. The elementary child who said Becky would skate because "she was running. The teacher saw her" found another motive: Becky must skate because caught in a lie.

Overall, comprehension of the film seems acceptable. It would be useful to compare these scores with those of hearing or other hearing-impaired children. Intermediate children tended to comprehend somewhat more and, for both films, tended more strongly toward a wide range of alternatives ("Bully") or more positive interpreation ("BTML").

4. Student and Teacher Opinion

Students were asked one question to elicit their general opinion of the films. Teachers completed self-administered questionnaires adapted from earlier "Inside/Out" evaluations. The data reported above provide insight into what happened during the use of each film; the data in this section tell us what students and teachers thought about it.

Student Opinion: Data on student opinion are shown in Figure 4. Elementary children tended to like both films equally, and more than intermediate children. Intermediate children liked "But They Might Laugh" more than "Bully," where they were equally divided between positive and negative responses.

Reasons given by students to support their opinions are listed by film and level. Duplicative or "don't know" statements are not listed. Statements of a conceptual nature, or which relate the film with feelings and emotions, are circled. Both films (with discussion) stimulated conceptual

FIGURE 4

STUDENT OPINION IN RESPONSE TO THE QUESTION:
DID YOU LIKE THE FILM? WHY OR WHY NOT? (PERCENTAGES)

	Film					
	"Bully"			"But They Might Laugh"		
	n	Yes	No	n	Yes	No
Intermediate	12	6 (50)	6 (50)	13	8 (62)	5 (38)
Elementary	34	29 (85)	5 (15)	37	31 (84)	6 (16)
Total	46	35 (76)	11 (24)	50	39 (78)	11 (22)

Reasons (selected)

feelings or conceptual statements circled

"Bully"

NEGATIVE

Int: "So and so" "because Frankie fought Adrian" "Because that film is sometimes" "Because it was not good person" "Because Adrian was good and Frankie always fight" "I would rather see a funny movie--the movie was too serious. Walt Disney movies are enjoyable"

Elem: "Bad" "Because it is junk. Because it is fighting" "Because I don't like Frankie" "because of the fighting"

POSITIVE

Int: "Maybe some students will learn something from the movie" "It was easy to understand" "Frankie was a bad leader" "Because Adrian was bright in math" "It's a treat to see the movie" "I learned about being a bully is bad"

Elem: "Because of Frank the Bully" "Don't know (several)" "It was about school. Someone hits and teases again and again in class" "Interesting" "Adrian was good" "Because it was about 2 boys--one was a bully" "Good feelings, bad feelings"

(continued on next page)

"But They Might Laugh"

NEGATIVE

Int: "Boring" "It was too easy (simple) at times" "Didn't like that the girl lied" "Boring the movie" "no fun--teasing"

Elem: "The girl was running. It was junk." "Because the children laughed and it made me feel sad" "It was junk, boring"

POSITIVE

Int: "Shows that you should not be afraid" "Interesting" "because I want to learn" "I know how to skate and know how it was to learn" "It was funny" "Because maybe the students who were watching this film might understand not to be nervous or afraid that the children might do something when they fall or something" "We learn lesson from film"

Elem: "Because when I played and fell down Jason laughed at me" "It is good (several said this)" "learn from feelings" "Good feeling and the movie was OK" "Because I saw Becky's school" "Because it is a good learning movie" "I can go skating too" "Because we talked about it"

(continued on next page)

FIGURE 4 (continued)

"Bully"

"Because it was a good story" "Because I felt bad" "I liked Adrian and Frankie and the children in the class" "It was about friends (at the end) and children playing" "I liked to see the fighting and the bad boy" "I liked the fighting" (several) "Because of Adrian--he was nice" "I must not laugh at people because it makes them sad or angry" "I learned to be a good girl. Don't be a bully. Don't think you are better than Frankie" "If we fight maybe other people will be friends with other people and not with me but if I stop fighting maybe they will be friends with me"

"But They Might Laugh"

"Because I learned something--to be helpful" "It was different" "I liked the funny children laughing" "Because she was nervous" "because it was ice skating" "Because it was about two girls" "Because the children laughed and it made me feel sad"

or feeling statements at both grade levels, although "But They Might Laugh" appears to have generated somewhat higher level of such statements than "Bully." Overall, statements of this kind were in a minority.

Teacher Opinion: Data on teacher opinion is not included in this report, but can be obtained from AIT. The discussion here summarizes responses.

Teachers rated the intellectual ability of their classes as average, with one class at each level being placed in the above average and below average categories. Socio-economic status was also seen as mid-range; one-fifth of the classes were seen as "low" SES.

Teachers felt students liked both programs (60%), or liked them very much (40%). The films were understood or clearly understood (75%). One elementary teacher found both films vague, accounting for the other 25% of responses on this item. Students were thought to be very comfortable or comfortable with discussion of feelings or emotions for "Bully" (100%); somewhat less so for "But They Might Laugh" (80% in the same categories).

Overall, one concludes that teachers thought children liked the films, understood them, and were comfortable discussing emotions and feelings.

Teachers report that they discuss feelings and emotions often (63%) or occasionally (37%), and rated student involvement in discussion of the films as about the same (60%) or higher (40%) as for other films. By a ratio of four to one, teachers found it easy to discuss the feelings and emotions in the programs as opposed to "somewhat difficult." The programs themselves were seen as making discussion of these issues "much easier" (60%) or "somewhat easier" (40%).

For "Bully," teachers were unanimous in saying that they enjoyed working with the films "very much." Three of five respondents enjoyed working with "But They Might Laugh" "very much," two "enjoyed it." All teachers would like to work with more films dealing with feelings and emotions.

Four of five teachers assessed classroom discussion of both films as all or mostly directed by the teacher. One of five found discussion more directed by students. For "Bully" this was in an elementary class; for "But They Might Laugh," intermediate.

All teachers found learning about and discussing feelings and emotions helpful to students for both films, and report that students are introduced to such topics occasionally or often during the school year.

The vocabulary and caption level for both films was unanimously seen as suitable for both films. When asked to judge the films against other educational television/film productions, the teachers unanimously found "Bully" superior; four of five gave "But They Might Laugh" a similar rating (one found it "average").

Teachers judged both lessons (film plus discussion) as either "very successful" (40%) or "successful" (60%). Open ended comments on the films were uniformly positive. The potential value of a second showing after

discussion was mentioned, as was the idea that deaf children relate more quickly to physical action than to "academic progression." The teacher making this point seemed to feel that discussion stimulated by such action sequences could be particularly effective.

Elementary teachers reported using film and instructional television much more often than intermediate colleagues. Film, and to a lesser extent television, appear to be normal instructional methods at the elementary level.

Overall, teacher opinion seems quite positive for both films. Children were perceived as liking and understanding the films, and as being comfortable in discussing affective issues. The films apparently did not bring affective education to these classrooms for the first time, but were generally seen as good bases for successful lessons.

Conclusions

In terms of achievement of their broad goal, the films did stimulate discussion of affective issues among hearing impaired children. Attention levels were high. Discussions progressed, in varying degree, from program events to higher level content. Average student comprehension was a respectable 77%. Teachers liked the films, found the captioning well-done and thought the lessons were successful.

There is evidence to conclude that the films worked differentially for intermediate and elementary children. AT the elementary level, postfilm discussion was of a generally higher order, and elementary children were more positive in their evaluation of the films. The fact of simpler discussion among intermediate children, combined with their relatively negative evaluation of the films, leads to the conclusion that they were most

effective for the elementary level. Standing against this conclusion is somewhat higher comprehension among intermediate children, as well as evidence of greater proficiency at the intermediate level in dealing with alternatives.

"But They Might Laugh" was more effective in stimulating higher order discussion than "Bully" for both levels. Comprehension scores for this film were also somewhat higher. An interesting finding was the large proportion of elementary children who gave a "negative" interpretation to the open ending of this film as compared with the intermediate children. This may indicate, despite differences in discussion patterns, that intermediate children were better able to evaluate alternatives posed by the film.

The discussion patterns for "Bully" (which emphasized program events), and both positive and negative student comments on the film indicate that the theme of conflict in the film both attracted and repelled.

Adding a brief preteaching event to the films undercontrolled conditions appeared to have effects in raising the level of elementary discussion. These effects were most noticeable for "But They Might Laugh." Preteaching had no effects for intermediate discussion, or for both levels and films on other measures, such as comprehension and attention.

We would be more confident in the value of preteaching for these affective films had there been consistent effects across grade levels. The test situation offers a rival explanation for preteaching effects. One teacher taught all intermediate classes, while six different teachers led post-film discussion at the elementary level. Thus differences in discussion patterns between levels may be explained by differences in teaching styles.

Variation in teaching styles may also explain preteaching effects at the elementary level. It is possible that chance assignment of teachers to preteaching led to more active discussion leaders teaching these classes. These assignments were not random. Classes were paired for discussion purposes, with teachers alternating responsibility for discussions. However, given the consistency of higher order discussion with preteaching, this rival explanation carries no more weight than the "preteaching effects" explanation. In future studies designed specifically to test this variable, teachers should be randomly assigned to classes--or the same teacher should teach in all instances.

Given the data and the ease of adding preteaching, however, it seems safe to recommend this strategy for use of affective films with deaf children.

Some Tentative Comparisons With Hearing Children

Strict comparison of the use of these two films with hearing children is not possible for a number of reasons. Perhaps most important, these films were not tested by AIT in earlier formative evaluation with hearing children, although other "Inside/Out" productions were tested in television format. Moreover, in testing these films with hearing impaired children we have used somewhat different methods than were used for other "Inside/Out" tests, notably an improved classroom discussion profile system developed for use with a later affective series for older children, "Self Incorporated."

Nevertheless, the question is too interesting to ignore, particularly since a rough basis for comparison exists in the data collected in testing five other "Inside/Out" productions with similar themes and formats--notably dramatic presentations of affective situations for children with

open endings.[1] There are data on length of classroom discussion. There are observations on patterns of post-program discussion gathered with a methodology essentially the same as the one employed here. There are verbatim transcripts of post-lesson interviews with children. So, bearing in mind that the comparison data are for different productions in television format, we will hazard a few observations.

The overall pattern of classroom discussion found for tests of five "Inside/Out" programs with hearing children is reproduced below. In comparing this pattern with the pattern for elementary hearing impaired children (Table 15) some similarities--and differences--can be noted. First, discussion of program (film statements) begins high and declines sharply at about 8:00 for both groups. Discussion of self in relation to others begins low but increases to a dominant position by about 6:00. Self-film statements maintain a consistently low profile, though somewhat higher in early stages, for both groups (these comparisons would be more obvious if we had smoothed our curves as was done in the Kuhlman and Wiley report).

On the other hand, hearing impaired children did not develop discussion of others/concepts as early or consistently as hearing children. This type of discussion appears to have been increasing as the discussion ended for deaf children, however.

This brings us to a second observation. Discussions among hearing children appear to have lasted as long as 30-minutes, more than twice the length of discussions among deaf children. It is possible that more sustained discussion among deaf children might have developed patterns similar

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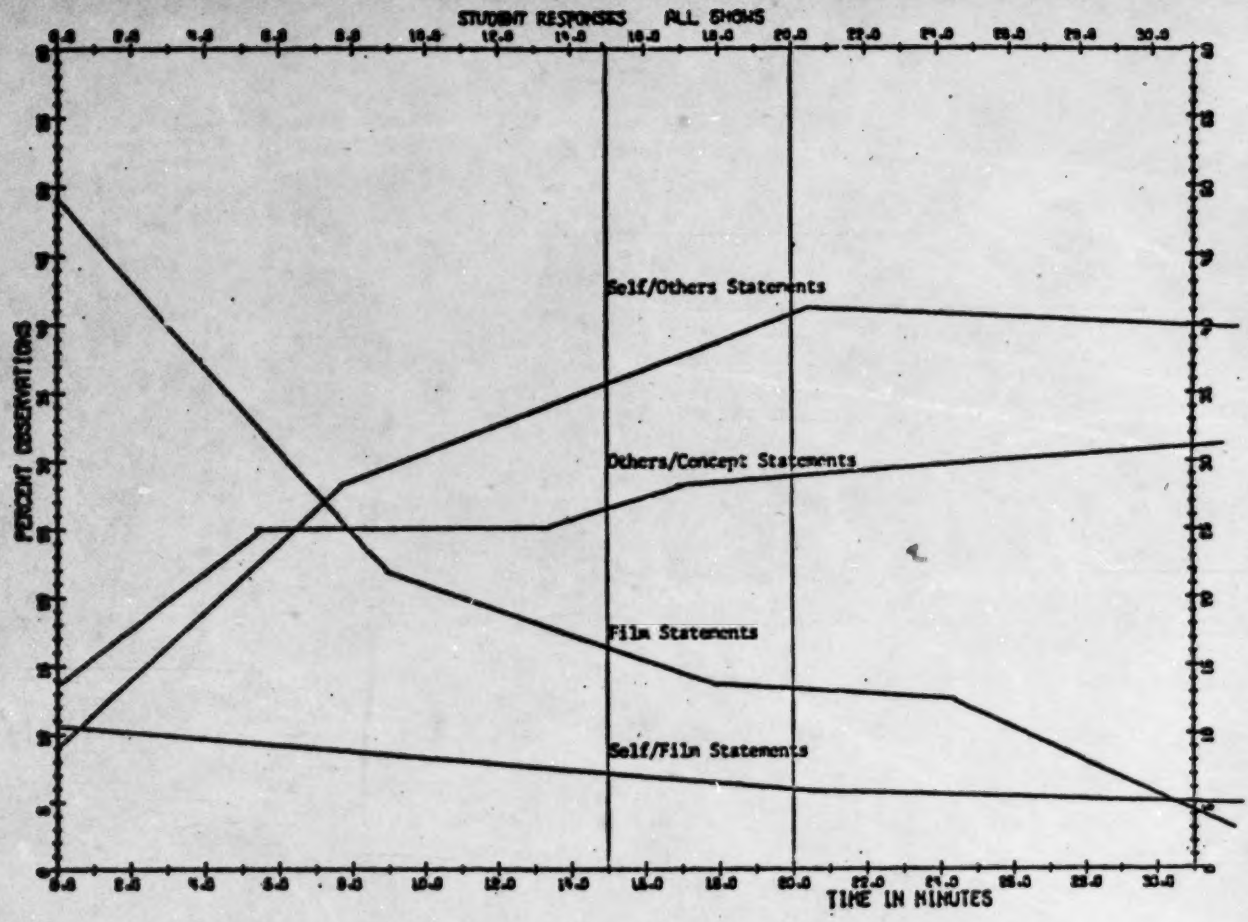
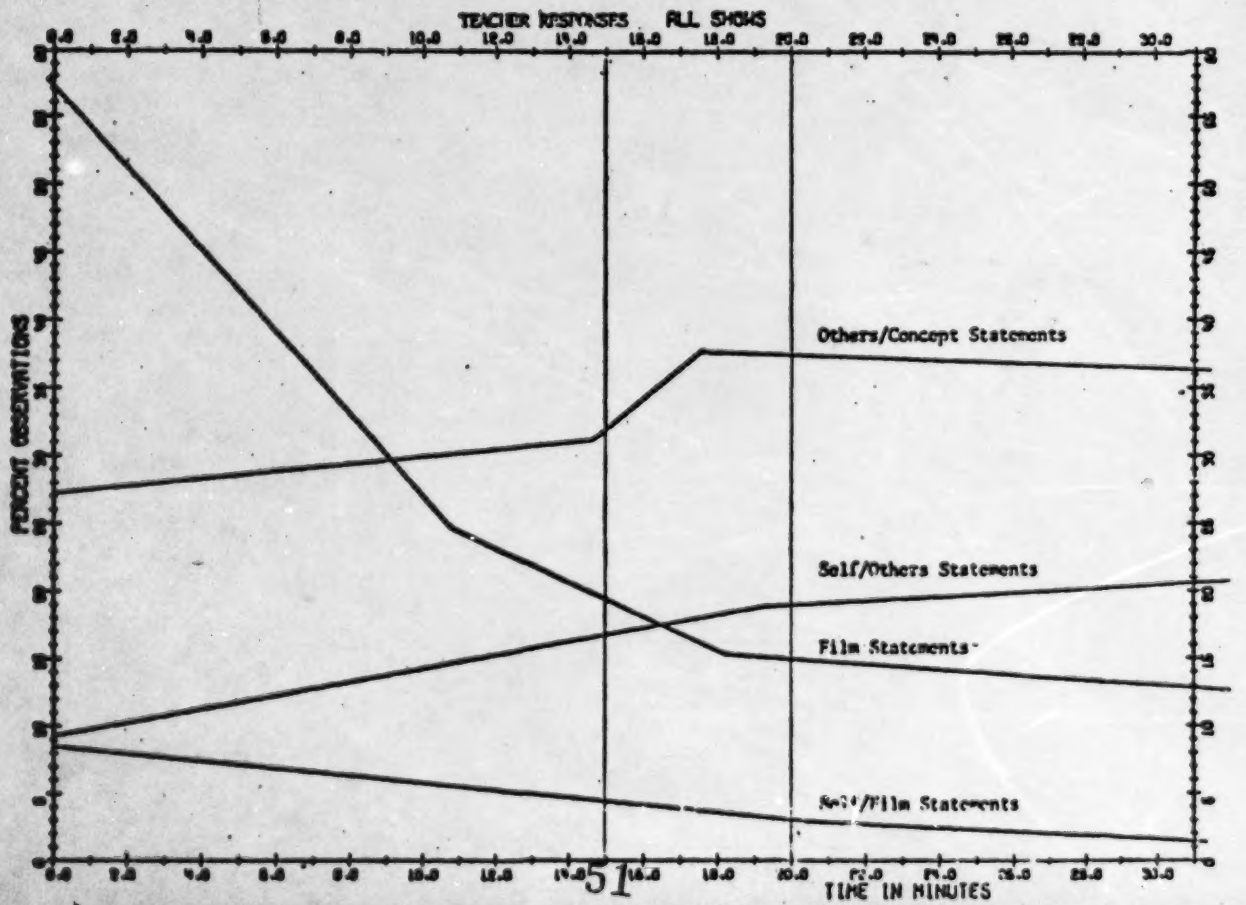
[1] Charles Kuhlman and William Wiley. The Inside/Out Evaluation: The First Five Programs. Bloomington, Indiana: Division of Continuing Education, Indiana University, July 1972.


STUDENT RESPONSES ALL SHOWS
PERCENT OBSERVATIONS
Self/Others Statements
Others/Concept Statements
Film Statements
Self/Film Statements
TIME IN MINUTES


TEACHER RESPONSES ALL SHOWS
PERCENT OBSERVATIONS
Others/Concept Statements
Self/Others Statements
Film Statements
TIME IN MINUTES

to those of hearing children. Communication difficulties among the deaf, however, appear to make discussions of this length problematic. Thus it may be that difficulty of self-expression is a major barrier to affective lessons of this type with deaf children.

In comparing the deaf student responses on open-ended questions in the comprehension interviews with the transcripts of post-lesson interviews with hearing children, the difference in ability to communicate at a conceptual level is striking. Yet we know from deaf child responses that at least some of the students could, and did, conceptualize about the films in interview situations (see Figure 4). The transcripts of classroom discussion, however, indicate very little conceptual discussion in group activities (see Appendix II). This disparity, when considered with the nature of classroom discussion among deaf children (see page 3), further supports the idea that difficulties of expression may be a barrier to most effective use of the films. A useful further step in developing understanding of how to use affective films most effectively with deaf children may well be to follow strategies such as that suggested by a HDSB teacher: repeated showing of films with multiple discussions. If the films were powerful enough to sustain student interest over more than one lesson, the level of discussion, even given communication barriers, might well rise to approximate that of hearing children.

APPENDIX I

Forms and Instructions for "Inside/Out" Captioned Testing

Pre-Teaching Outline

Here are the three general areas to be covered. Teachers should try to keep their presentation consistent from class to class. However, teach the vocabulary that is appropriate for the class (intermediate classes will probably have fewer words than elementary).

Begin by telling the children that they will have a chance to discuss the film at the end.

1. Vocabulary — teach words or phrases that the children may not know.

2. Names of key characters. Bully — Adrian, the new boy in school; Frankie, the bully.

   But They Might Laugh - Becky and Mrs. Johnson, the teacher.

3. Key plot features that may be obscure.

   Bully: That Adrian is new in school; that Adrian gets lost when he runs

   But They Might Laugh: ?

Try to keep the session shorter than ten minutes.

INSTRUCTIONS:

3/77

ATTENTION PROFILE SYSTEM

During this program each team of observers will be checking to see whether selected students are watching the program as it progresses. To do this, you will need the Attention Profile Form (agree in advance who will be Observer #1 and Observer #2), a pen or pencil, and a watch with a sweep second hand. Before the program begins, check the classroom layout. You will probably have to find extra chairs so that there can be two observers' seats in the front of the classroom on either side of the television set. You will be watching the students while they are watching the program so try for the broadest possible line of sight (including students in the back row).

Each observer will be noting the attention of one class of students (3-6 individuals) throughout the program. Once you have your seat established, each observer should mentally pick out his or her group of students to follow during the program. You should be able to see the group easily as a single unit. All faces should be visible in a single glance.

Each observer will be making one observation every 20 seconds, beginning at 0:00. Since you won't be able to see the program as the class is seeing it, audio cues on the Attention Profile Form should help to keep you on time. Listen to the dialogue and sound track so that you don't lose your place. It is important that the observations be taken quickly and accurately. At each observation point look and see if at that instant each pair of eyes is directed towards the television set. Record your observations in the square (next to the time) on the Form. If all five students are watching, write "5;" if three are watching, "3." If some members of the group are not visible at the instant of observation, record the number of viewers over the number of visible students. Thus, "3/4" means that four students were visible, and three of them were watching the program.

One final reminder, it is the watching behavior that you are interested in observing. If the students are doubled over laughing because of something that happened in the program, they may be responding to the television program, but at the instant of observation, they may not be watching.

Program: Bully

Class: _____

Date: _____

Observer _____

Attention Profile Form

-Page 1

:00		Final DING of opening credits
:20		Music starts
:40		
1:00		...eighteen point zero four.
1:20		...now we
1:40		
2:00		... The problem is
2:20		Would you...
2:40		
3:00		
3:20		... Not again!
3:40		
4:00		
4:20		..told on Frankie
4:40		... over there, in the ...
5:00		
5:20		Row four.
5:40		
6:00		
6:20		
6:40		
7:00		
7:20		
7:40		

Attention Profile Form

8:00		.. this flooding water
8:20		
8:40		come on .. !
9:00		Whats there to talk about?
9:20		
9:40		Your tough luck
10:00		.. get up!
10:20		I don't know ...
10:40		
11:00		Look at this!
11:20		
11:40		
12:00		.. worse tomorrow
12:20		What are you ..
12:40		you run away ...
13:00		please help me
13:20		(13:15) end
13:40		
14:00		
14:20		
14:40		
15:00		

Program: But They Might Laugh
Class: _____
Date: _____
Observer _____

Attention Profile Form

-Page 1

:00		Final DING of opening credits
:20		Music Starts
:40		
1:00		When we get to go..
1:20		
1:40		
2:00		
2:20		
2:40		
3:00		
3:20		I can't do it
3:40		.. at the rink
4:00		there are a lot ...
4:20		
4:40		C'mon, Becky, get up
5:00		.. slow skater!
5:20		
5:40		Oh, Becky, No! Why ..
6:00		... for you
6:20		
6:40		
7:00		
7:20		
7:40		

Attention Profile Form

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8:00		I'm gonna get it X-rayed...
8:20		
8:40		Mrs. Johnson is going
9:00		There's a meeting
9:20		
9:40		I'll see ya ..
10:00		
10:20		Becky, Becky
10:40		... ice skating
11:00		and just making ..
11:20		it really doesn't ..
11:40		
12:00		
12:20		
12:40		ha! ha! ha!
13:00		
13:20		(13:10 end)
13:40		
14:00		
14:20		
14:40		
15:00		

The Classroom Discussion Profile was adapted directly from the evaluation of "Inside/Out." For a complete description of this observation system, see Kuhlman, C. and Wiley, W. The "Inside/Out" Evaluation: The First Five Programs, Parts I and II. Bureau of Public Discussion, Indiana University, and National Instructional Television Center, July 1972. (Available through the ERIC System as ED 070 250 and ED 070 251.)

Class _____

Date _____

Interviewer _____

BULLY

Student _____

1. What was the film about ? (What happened in the film?)

2. What are the names of the two boys who fight?

   Which one is the mean one (bully)?

   (If the child does not know the names, tell them Frankie is the mean boy (bully); Adrian is the blond boy who does not want to fight)

3. Which boy is new in school, Frankie or Adrian?

4. Why is Frankie angry with Adrian?

5. What does Adrian do to make Frankie leave him alone? Try to name at least two things.

6. At the end of the film, did Adrian help Frankie or hit him?

   Why?

7. Did you like the film? Yes ___ No_____

   Why or why not?

Note to interviewer: give the child time to answer, but don't supply "clues."

Class _____

BUT THEY MIGHT LAUGH

Date _____

Student _____ Interviewer _____

1. What was the film about? (What happened in the film?)

2. What did the children do when Becky could not spell the word on the blackboard?

   Why?

3. Did the teacher want to go skating? (check one) Yes ___ No ___
   Why or why not?

4. Did Becky want to go ice skating? (check one) Yes ___ No ___
   Why or why not?

5. Was Becky's knee really hurt so badly that she could not go ice skating? Yes ___ No___
   If "no," why did she pretend?

6. At the end of the film, did Becky go ice-skating? Yes ___ No___
   Why or why not?

7. Did you like the film? Yes ___ No___
   Why or why not?

Note to interviewer: give the child time to answer, but don't give "clues."

AIT RESEARCH PUBLICATIONS

This publications list includes research reports from AIT and its predecessor organizations, NITL, NCSCT, and NIT. Most of these reports were distributed widely. However, some were written for internal documentation and are generally unavailable to a larger audience. Many of the out-of-print reports (marked with an asterisk) are available through the ERIC system. Other materials may be obtained from AIT and from the ERIC system (ED numbers are included for such reports).

The Evaluation of Instructional Television. NITL, December 1963.*

The Status of Instructional Television. NITL, March 1964.*

An Assessment of Instructional Television: 1966-1968. $2.00 per set, .40 each (ED 083 800)
Instructional Television in Art Education
Instructional Television in Music Education
Instructional Television in Foreign Language Education
Television in Health and Physical Education
Television in Language Arts Education
Television in Mathematics Education
Television in Social Studies Education

Television in Higher Education: Social Work Education. NCSCT, 1966. .50 (ED 083 801)

One Week of Educational Television, Number 4. Morse Communication Research Center, Brandeis University and National Center for School and College Television, NCSCT, 1966* (ED 082 529)

Guidelines for Art Instruction Through Television for the Elementary Schools. NCSCT, 1967. $2.00

Television Guidelines for early Childhood Education. NITC, 1969. $2.00 (ED 040 739)

One Week of Educational Television, Number 5. National Education Television and the National Instructional Television Center, NITC, 1969. $2.50 (ED 029-501)

Continuing Public Education Broadcasting. NITC, September 1969. $3.50 (ED 038 042)

"Ready? Set . . . Go!"—A Preliminary Evaluation. NITC, 1969.*

The Analysis of Attention to a "Ripples" Encounter. NITC, 1970.*

Report of "Ripples" Evaluation Activities to the Consortium Members. NITC, July 1970. No Charge.

One Week of Educational Television, Number 6. National Instructional Television Center and the Corporation for Public Broadcasting, NITC, 1971. $2.50 (ED 050 572)

"Images & Things" Evaluation Report to Consortium Members. NITC. September 1971. No Charge.

Cause & Affect: Summary Report to the Contemporary II. NITC, March 1972.*

The "Inside/Out" Evaluation: The First Five Programs, Parts I and II. Bureau of Public Discussion, Indiana University, July 1972. $5.00 (ED 070 250 and ED 070 251)

"Ripples" Use: A Second-Year Survey. NITC, Fall 1972.*

"Images & Things" Content Analysis. North Texas State University, 1972.*

Research Report: "Inside/Out" Teacher's Guide Survey. NITC, May 1973.*

Consortium Agency Utilization and Promotion Activities for "Inside/Out." NITC, Fall 1973.*

Decision-Oriented Research in School Television. AIT, September 1973.* (ED 082 536)

"Ripples": A Third-Year Survey. AIT, December 1973. No Charge.

Research Memo: The Use of the "Inside/Out" Soundsheet. AIT, January 1974.*

Research Memo: Teachers' Opinions of "A Matter of Fact" Program Posters. AIT, August 1974.*

Report on Evaluation Activities of the "Bread & Butterflies" Project. Educational Testing Service and AIT, October 1974. $3.00 (ED 097 921)

Research Memo: Television/Film Series on Essential Learning Skills. AIT, October 1974.*

Preliminary Formative Evaluation Report: "Pressure Makes Perfect." AIT, April 1975.*

Preliminary Formative Evaluation Report: "Trying Times." AIT, August 1975.*

Formative Evaluation of "Self Incorporated" Programs (Research Report Number 30). AIT, January 1976. $5.00 (ED 119 712) Summary. (ED 119 711)

"Inside/Out" Teacher's Guide Survey (Research Report Number 31). February 1976. No Charge.

"Bread & Butterflies" Teacher's Guide Survey (Research Report Number 32) in preparation.

Technical Report: AITGRAF: The AIT Classroom Interaction Analysis Graphing Program (Research Report Number 33.) October 1976. No Charge.

Teachers' Opinions about the Viewer's Guide for The Parent Crunch *from "The Heart of Teaching" Series* (Research Report Number 34). March 1976. No Charge.

Formative Evaluation of "MeasureMetric" Program on Length (Research Report Number 35). May 1976.*

Research on the Format and Style of "The Heart of Teaching" Viewer's Guide (Research Report Number 36). September 1976. No Charge.

"Stories From 'Inside/Out'," Its Availability and Use (Research Report Number 37). June 1976. No Charge.

A Compilation of Instructional Television Series for Secondary School Use (Research Report Number 38). June 1976. No Charge.

Responses to the Essential Skills Television Project Orientation Program (Research Report Number 39). August 1976.*

An Evaluation of "The Heart of Teaching" Leadership Training Institute (Research Report Number 40). August 1976.*

Responses to the Questionnaire included in "The Essential Skills Television Project: A Working Document" (Research Report Number 41). September, 1976.*

Review of Economic Education Design Team Draft Reports (Research Report Number 42). September, 1976.*

A Survey of the Individual Program Teacher Guides for "Self Incorporated" (Research Report Number 43). November, 1976.